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ABSTRACT

This training module presents information, both specific and general, about including postsecondary students with deafness and hearing impairments in foreign language classes. First, a variety of reasons for making sure that students with hearing impairments are not excluded from foreign languages are covered, including the need for improving attitudes toward language learning, improving English skills, and encouraging a heightened understanding of different cultures. Next, communication and language issues are discussed in the module. The following four sections cover specific tips for professors, students, interpreters, and service coordinators. Professors are urged to avoid drawing attention to the individual, turn off the overhead when not using it, allow extra time to view overheads, attend to proper visual set-up, repeat questions and comments from other students, avoid facing away from the class, avoid talking while the class is retrieving materials, ensure optimum seating, avoid last minute announcements, communicate openly with the student and interpreter, call on the student, focus on what the student can do, and set up a positive language experience. Finally, the module lists resources that will benefit instructors, interpreters, and students, including videos, CD-ROM materials, and agencies providing support in multicultural settings. (CR)

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Foreign Language Instruction

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Tips for Accommodating Hard-of-Hearing and Deaf Students

Since the passage of the Americans with Disabilities Act, students who are deaf and hard of hearing are entering a greater number of postsecondary programs. At the same time, more and more postsecondary programs are struggling with just how to accommodate these students in their classrooms. Few classes, however, strike as much fear as those involving foreign language instruction. This training module provides information on the many issues involved, along with tips and resources for instructors, students, interpreters and service providers on how to create an effective, positive language learning experience for hard-of-hearing and deaf students. Note: although the presentation is divided into sections of tips for each of these four groups, each group may benefit from information in all sections.

This training module was developed by Cheryl D. Davis, Ph.D, coordinator of the Northwest Outreach Center. NWOC provides technical assistance and support to postsecondary institutions to assist them in accommodation and access issues that may arise around serving deaf and hard-of-hearing students/clients. NWOC is located in Monmouth, Oregon at Western Oregon University. It is one of several projects associated with the Regional Resource Center on Deafness, in the Division of Special Education, School of Education.

The information included in this module must be credited to the appropriate individuals. My thanks to Donalda Ammons, Ph.D., professor of Spanish at Gallaudet University for her training materials and expertise, and to Cindy Moore, RID CI/CT and Martha Smith, M.S. from Western Oregon University, for developing the access and accommodation ideas and issues included here. Also, much of the information in the interpreter section was drawn from two papers published on the internet by David Bar-Tzur and David Quinto, referenced at the end of this module. Comments, questions, and corrections should be addressed to Cheryl Davis at davisc@wou.edu.

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PEPNet Regional Centers

Northwest Outreach Center (NWOC) is funded through a subcontract from the Western Region Outreach Center & Consortia (WROCC). It is one of WROCC's five hub and affiliate projects making up a network of programs serving the western United States and its territories. The National Center on Deafness (http://ncod.csun.edu), located at California State University, Northridge, hosts the PEPNet Resource Center (PRC), in addition to WROCC. PRC, which can be accessed through the website http://www.pepnet.org, is an invaluable resource for educators and disability services coordinators seeking to provide and improve accommodations for students and clients who are deaf or hard of hearing. Most materials are available for free from the internet site, others, such as videos, are available for a minimal fee.

WROCC, in turn, is one of four regional centers making up the Postsecondary Education Programs Network (PEPNet). Through this network, technical assistance is provided to postsecondary institutions across the country. Check out the PEPNet website http://www.pepnet.org for training materials and activities, and to locate the regional center serving your area. PEPNet is funded in part by the US Department of Education, Office of Special Education & Rehabilitative Services.

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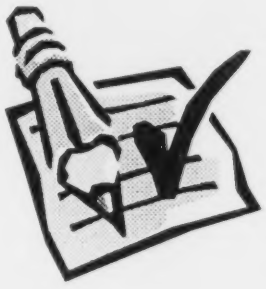
Agenda

- Background & Rationale
- Language Issues
- Tips for Professors
- Tips for Students
- Tips for Interpreters
- Tips for Service Coordinators
- Resources

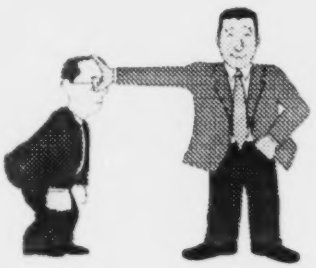


This training module will present a great deal of information, both specific and general, about including deaf and hard-of-hearing students in foreign language classes. First, a variety of reasons for making sure that deaf and hard-of-hearing students are not excluded from foreign language are covered. Next, communication and language issues are discussed. The next four sections cover specific tips for professors, students, interpreters, and service coordinators. Necessarily, some of the information will be redundant; however, much of it is not. All groups would benefit from reviewing the information provided for each group in order to gain a better understanding of exactly what the challenges are involved for each party. Finally, resources are listed that will benefit instructors, interpreters, and students alike, including videos, CD ROM materials, and agencies providing support in multicultural settings.

See the last section of this handout for a list of internet resources related to tutoring and writing skills (Many thanks to Donalda Ammons, director of the Gallaudet University Center for Global Education for permission to include her list of resources). This page will also be maintained on the NWOC website at http://www.wou.edu/NWOC/fllinks.htm . Updates will be posted there.

- Educational
- Social
- Professional
- Personal

Why not waive?



- Improved attitude toward language learning
- Improved English skills
- Advanced manipulation of languages
- Heightened understanding of cultures

There are many reasons not to waive foreign language requirements for deaf students. As hearing individuals, we tend to take learning a certain amount of cultural information, that which is native to us and foreign, for granted. Some is taught specifically and some is incidental information gained by the bombardment received from TV, radio, movies, and even from overhearing conversation. Deaf and hard-of-hearing students cannot listen to the radio while they are driving; they can't listen to the TV while they are cooking. Deaf and hard-of-hearing students must be *visually attending* to information in order to receive it. Accents do not draw their attention, nor will they notice that a well-known song from the US is being performed in French. Deaf and hard-of-hearing students are not typically involved in music or dance, where use of foreign terminology is common. This can result in a lack of awareness of commonly known information, or terminology such as "forte".

Because we are so accustomed to thinking of teaching language orally and aurally, students who cannot hear may be waived from these requirements or even refused when they *want* to take these courses. This does a great injustice to deaf and hard of hearing students. By taking a foreign language, students learn a great deal about both the foreign culture and their own culture; they learn more about their own language by learning about other languages.

We live in a global economy. We value developing a global awareness in future generations. We know that individuals who are knowledgeable about other cultures are valuable to both the workplace and the community, and often command roles of leadership.

Students may have their own reasons for wanting to study a foreign language. It may be as simple as needing to satisfy an educational requirement, or as a means to further career goals. They may be satisfying curiosity, seeking their roots, or wanting to communicate with family, neighbors, or colleagues. In light of this, why would we place a different value on expanding cultural education for hearing students over students with a hearing loss? In fact, it is not so much that this information is more important for one group than the other, but that we do not know how to convey this information to deaf and hard-of-hearing students, especially if we are accustomed to conducting the course in the foreign language.

For a deaf student, depending on when he lost his hearing and when he learned American Sign Language (ASL), English and ASL may be first and second languages. Neither is a *foreign* language. Why? ASL is based in American culture as is English. The student interacts in both languages in the US. The student is not learning about a foreign culture or society. Some campuses have accepted ASL as a foreign language. Hearing students who do not have deaf parents and who are not otherwise members of the deaf community may take ASL and receive foreign language credit for learning the language and culture. On the other hand, even Gallaudet University, the liberal arts university for students who are deaf, does not recognize ASL as a foreign language for its students. Nonetheless, ASL is a different language than English, with it's own grammar and syntax. A person who knows ASL may not know English (including grammar and spelling).

Culture is reflected in language, and this is true for sign languages as well. For example, the sign in the US for window shows a window that lifts up from the bottom (but looks like the sign for guillotine in France). In other countries, the sign for window represents shutters being thrown open, or leaning on one's elbows on the sill to look out. In English, we 'look forward to the future' and 'put the past behind us'; similarly in ASL future tense is indicated by moving away from the front of the body and past is indicated by signing over one's shoulder. In Japanese culture, the focus of the tense concept is that you cannot see the future, therefore that is signed to the back, outside of your range of vision. The past is known, and therefore indicated to the front. Even letters that may be written the same are not represented by the same handshape in all countries. For example, ASL uses a one-handed fingerspelling system, while British Sign Language (BSL) uses a 2-handed system. Most foreign sign languages include a fingerspelling component, which represent the written language used in that area, incorporating characters and diacritical marks specific to that spoken and written language.

You may hear disability service providers expressing relief that a deaf student will be participating in a foreign exchange program and going to Australia or England and not Japan or China because of the spoken languages used in these countries. Interestingly, the sign languages of these countries (i.e., Australia and England) are different from ASL, even though the spoken languages are all English.

In addition, while ASL is standardized across the US and English-speaking Canada (allowing for some regional differences), the same is not true in other countries. In both Germany and Spain, different sign languages are used in different cities even though the spoken languages are the same. Thus, sign language is not a universal language.

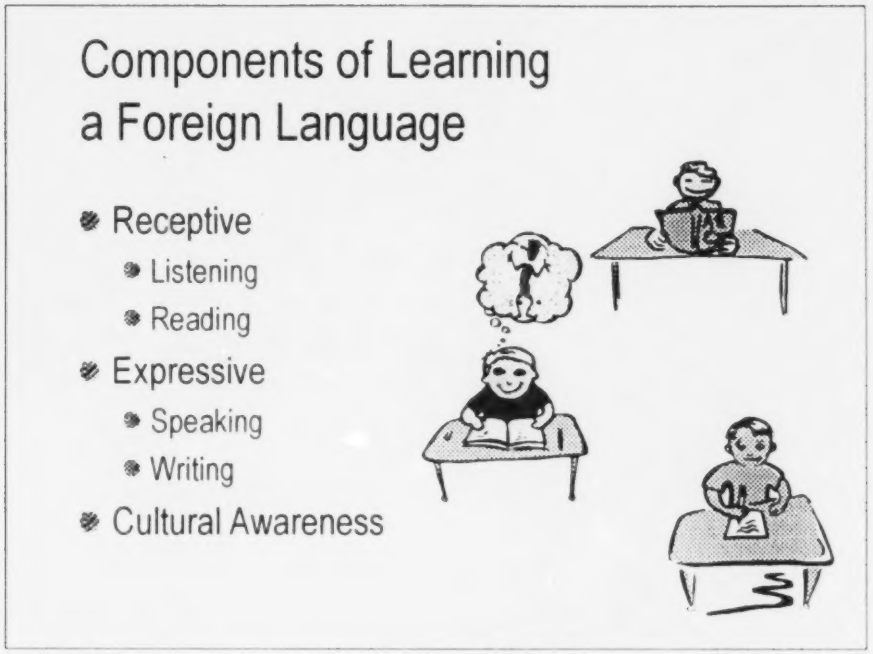
Deaf students and hard-of-hearing students have two very distinct groups of needs. While it is true that both groups have a hearing loss, they tend to deal with the loss in very different ways. Students who are hard of hearing tend to depend upon amplification (e.g., hearing aids or assistive listening devices), speech reading, and print (e.g., captioning) to accommodate the hearing loss. Students who are deaf tend to use sign language (usually either American Sign Language [ASL], which is a bona fide language separate from English and thus has a different grammar and syntax than English; a manually coded English system, such as Signing Exact English, which represents English syntax and grammar manually; or a combination of the two, which involves using ASL signs in English word order). Deaf students may use speech reading to supplement the visual sign language input, but rarely depend upon speech reading alone for communication. They may also identify themselves as members of the Deaf culture. Hard of hearing students typically identify with the hearing culture.

There are other students who are deaf but who do not identify themselves as a part of the Deaf culture. They do not know sign language and depend entirely upon speech reading for communication. These students are often referred to as "oral deaf." For the purposes of the discussions to follow, we are including oral deaf students with hard-of-hearing students, because their accommodation needs are very similar.

Late deafened students are those who have lost their hearing after they have acquired speech, often as adolescents or adults due to illness. These students sometimes learn some English sign systems in addition to developing speech reading skills. They generally identify with the hearing culture, not the Deaf culture. They may be more dependent on print communication than students with other hearing losses.

Some students may have a cochlear implant (CI). A CI is a mechanical device that is implanted in the cochlea (inner ear) that stimulates the hair cells so that they will transmit electrical impulses to the brain that the brain interprets as sound. For some people, hearing is vastly improved; for others, access to environmental sounds is increased, but speech sounds are not improved. CIs do not return hearing to normal. You will need to talk with the student who has a cochlear implant to find out if he or she has any special communication needs. Oftentimes, their communication needs will be similar to those of hard-of-hearing students, as they will still use speech reading to supplement what they pick up auditorily.

How will these students be accommodated in the classroom? Communication methods depend upon individual preference, not his or her audiogram. The best thing you can ever do is to work with the disability services provider on your campus, and ask the student what will work best for a given situation.



How is it possible to teach a deaf student a foreign language? Donalda Ammons, Ph.D., a Professor of Spanish at Gallaudet University who is deaf herself, asks, "Why is it possible to teach English to a deaf person and impossible to teach this same person Spanish or French? There is no difference."

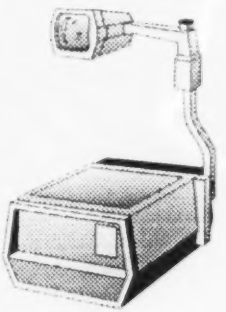
Foreign language instructors typically rely heavily on oral/aural methods of teaching. Not only is the instruction delivered orally, it is also often delivered in the foreign language. Similarly, students are evaluated in part by how they listen and respond orally in the foreign language during class. Evaluation of the deaf or hard-of-hearing student may seem impossible. How do you know that the student is learning the language if she cannot speak it to you or respond orally to your questions?

Certainly, some accommodations in line with the Americans with Disabilities Act must be made in order for deaf and hard-of-hearing students to be included in foreign language classes. The next several slides will discuss many possible accommodations. However, the professor must first come to terms with and find some acceptance of expectations for deaf and hard-of-hearing students that are different from those for hearing students. The goal is for all students to demonstrate knowledge about the culture and a level of expressive and receptive proficiency in the language. All students should be able to do this. For deaf and hard-of-hearing students, though, evaluation of receptive and expressive skills must focus on reading and writing, not listening and speaking. It may help to compare this process with the teaching of Latin, which students must learn to read but not speak.

Tips for Professors

Tips for Professors...
In General

- Avoid drawing attention to the individual
- Turn off overhead when not in use
- Allow extra time to view overheads
- Attend to proper visual setup:
  - Overheads
  - Windows
  - Interpreters
  - Speakers



What should you expect in having a hard-of-hearing or deaf student in your class? Avoid drawing attention to the individual and the services she is provided, whether it is a notetaker, interpreter, assistive listening device, or captionist. That person may not be comfortable being identified as a person with a disability, and may not want to be singled out. Jokes to those using assistive devices (Hey-what's the score on that ball game?), announcements (Would the hearing impaired student please raise her hand?), and questions (Is this working-can you hear me?) may be completely innocent, but totally unwelcomed by the student. Respect the student's comfort level with her hearing loss. Until you know this, check in with the student privately or the DSS coordinator if you have any questions.

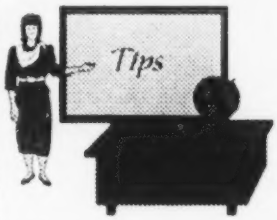
Overheads are the bane of every hearing aid user's existence. Individuals with normal hearing don't usually notice, but they are VERY noisy! Turn the overhead fan off if it is not in use, or step away from it to keep the sound of the fan from being transmitted directly into the listener's ear when using assistive listening devices!

When you point something out on an overhead, pause and allow students time to look at it before you continue speaking. If you continue talking while you are pointing, the deaf or hard-of-hearing student will miss what you are saying while she is trying to view what you are pointing at. This is difficult for people who have not experienced hearing loss to remember, and they often do not realize how important it is. You cannot 'multitask' through vision alone.

Finally, good lighting is vital. When using overheads or showing videos, lights are often dimmed to view the multimedia material. However, this may obscure the speaker's face and/or the interpreter. You may need a small lamp so that the speaker and/or interpreter can be seen. On the other hand, bright lights can also cause problems because they generate glare. Make sure you are not standing in front of a window, which would mean the student is looking into the light *and* that your face is in the shadow. Similarly, don't stand in the light of the overhead projector. Turn it off when it is not in use.

Tips for Professors...
In General

- Repeat questions, comments from other students
- Avoid facing away from the class
  - Helps to maintain interest
  - Aids understanding
- Avoid talking while the class is retrieving materials
- Ensure optimum seating
- Avoid last-minute announcements



Students who are hard of hearing and deaf have difficulty tracking where sound is coming from. By the time the student visually locates and identifies the person who is speaking, she will have missed the comment. Therefore, make a habit of repeating questions and comments from the audience.

Face your audience when speaking. If you turn around to write, point, look down, or hold papers in front of your mouth to read, students will not be able to speechread you. It would be like only hearing every 3 out of 5 words in a sentence. When you look down, they have to guess what you are saying. Remember, people who have hearing losses must use all available cues to receive and understand what they are hearing.

Also, make sure the class is looking at you when you speak, and not attending to other activities, such as retrieving texts and notebooks. Wait a few moments before continuing. Not only will the student with a hearing loss be looking down and retrieving the materials, a room full of people unzipping backpacks and flopping books around creates an uproar to a hearing aid user.

Seating is an important consideration. Students using interpreters or real-time captioning must be sitting where they can see the speaker, the overheads, and printed or signed information without needing to turn their heads to glance back and forth between one or the other.

Volume drops dramatically the farther the listener is from the source. In order to take advantage of residual hearing and to ease strain in speechreading, students who are hard of hearing should sit in the front of the room, preferably within 15-20 feet of the speaker.

Finally, avoid last minute announcements. Not only is the class packing up and probably very noisy, but the interpreter, notetaker and/or captionist may have left or otherwise started to break down their equipment. Thus, they will be unable to convey the info to the student. If you must, be sure to get the deaf student's attention and relay the information to her directly, writing a note if necessary.

Tips for Professors... Working with the Student

- Communicate openly with the student, the interpreter, and the service provider
- Don't avoid calling on the student
- Focus on what the student *can* do
- Test the student, not the interpreter
- Set up a positive language experience

This may be a new experience for yourself and the student. Be flexible and don't be afraid to experiment. Feel free to approach the student, the interpreter or the Service Coordinator with any questions, concerns, or suggestions that you may have. However, be aware that the student may not want the attention drawn to herself during class time. Until you have built a rapport with the student, check in with the student outside of class time.

Find ways to include the student during class activities. Don't avoid calling on the student, but be aware that the question can be posed in a written format; it doesn't necessarily have to be posed in an oral format. Questions can be written on the board, overhead, or computer, and then the student can provide a written response.

Work with the student to set goals that accommodate her disability without lowering your expectations. Focus on what the student can do, rather than what she can't do. Consider the study of Latin. It is not taught as a spoken language, but students are still expected to be competent in reading and writing Latin.

Devise testing strategies that test the student and not the interpreter. Remember, pronunciations are coming from the interpreter, not the student. Try and adapt tests and assignments when possible instead of reinventing them. Change the focus from listening and speaking to reading and writing.

Deaf students often do not have positive experiences with language learning. Instructors provide important motivation to students, give advice on how to study, identify problems and find solutions, and create the atmosphere for learning. One example of a positive first experience: give students a list of 20 words in English and have them write the foreign language equivalent. The 20 words should be words should be cognates, words that are the same in the foreign language as in English (e.g., in Spanish: actor, banal, civil, color, debate, floral).

Tips for Professors... Working with Interpreters

- Provide course outline and syllabus early
- Provide new vocabulary *ahead* of class
- Provide lecture notes
- Inform of in-class drills to be used
- Include pauses in lecture
- Write important changes on the board

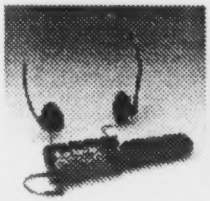
Interpreters working in foreign language classes will need to work closely with instructors in order to communicate the information clearly to the student. They will need more prep time—and materials—than they usually require in other subjects. It is vital that the interpreter have a copy of all materials, outlines, vocabulary, handouts, lecture notes, and text books to be able to prepare adequately for the class. Having the materials, such as new vocabulary and planned drills, a class ahead of time (or at least at the beginning of class) will allow the interpreter to prepare for the next class.

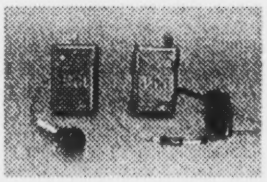
Be aware that some information may be interpreted differently than you might expect. For example, the processing time that is required in the act of interpreting may mean students are at a disadvantage in fast drills. One author suggests that, in order for the student to perform the activity with the class, interpreters may need to alter their usual interpreting procedure. For example, in physical drills, the interpreter may sign "stand up" or "sit down" in ASL first and then in the foreign language so that the student can perform with the class (see Bar-Tzur & Quinto in the resources).

Include pauses in the lecture to insure that the interpreter has the time to get in all of the information in. Glance over at the interpreter as you are finishing up one segment to give her a chance to finish before you move on to the next topic.

Finally, write important information, like changes in schedule, room, or assignments on the board. The student will be watching the interpreter and will not be able to take her own notes while the announcement is being made. This will alert the student to look for the information in the notes provided by her notetaker, or to write it down herself before leaving class.

Tips for Professors... Assistive Listening Devices





- Reduce background noise
- Provide increased volume
- Help reduce fatigue
- Make it easier to focus on content
- Can be used with cochlear implants
- Can be used with or without hearing aids

Many hard-of-hearing students, including those with cochlear implants, may find assistive listening devices (ALDs) beneficial. How do these work? The instructor, would speak into a microphone; the student would have a receiver with a volume control and headphones or some other device to get the sound to the ear, depending on whether or not the student uses hearing aids or has a cochlear implant.

Some of these devices are meant for use in close proximity, such as the Sound Wizard and the PocketTalker shown in the top two pictures. The speaker and the listener must be sitting close together because the microphone and head set are all combined on one device. This might be appropriate for a one-on-one meeting with the student. Others, like the Easy Listener shown in the bottom picture, can transmit sound across a distance and would be appropriate for in-class use. The microphone and transmitter stay with the speaker and the receiver and headset stay with the student.

Depending on the student, you may still need to maintain visual contact. Nonetheless, ALDs are very beneficial. They help reduce background noise, which can be very intrusive for hearing aid users (hearing aids amplify everything, not just speech sounds). They also amplify only what is coming in through the microphone, so they help the student to focus in on your voice. This allows the student to attend to the content, and reduces the strain of simply decoding the message that is the result of relying on speechreading alone. However, this does mean that anyone who is not speaking into the microphone will not be heard by the student. For this reason, you should repeat questions from the class. If viewing videos, the microphone should be placed near the TV speaker, or a patch cord can be used to connect the ALD transmitter directly to the auxiliary output of the TV or VCR.

Finally, ALDs can be used with or without hearing aids, and with cochlear implants as well. There is a complete training module on the use of ALDs called "Demystifying Assistive Listening Devices" at http://www.wou.edu/nwoc under the heading 'Modules' in the 'Training Materials' page. This module has tips for both the speaker and the listener to ensure their successful use.

Tips for Professors... You May Need to:

- Wait for the student's response
- Call on the student
- Remember to talk *to* the student *through* the interpreter
- Slow the pace of your presentation
- Negotiate the student's use of voice

There are several things you will notice that will be different about having a deaf or hard-of-hearing student in your class. First, you should be aware of the lag between your spoken message and the interpreted message due to the processing time required for the interpretation. The interpreter must hear what you say, determine the best way to present the information, and then relay the interpreted message to the student. Therefore, when you call on the deaf or hard-of-hearing student and expect an oral response, there will be an unavoidable delay before the student can respond.

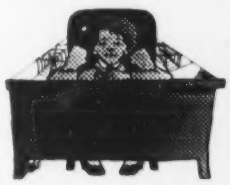
You might notice that the deaf or hard-of-hearing student raises her hand to be recognized, even though the hearing students in the class simply call out answers. Because of the interpreter's process time there is a slight lag between when the hearing students hear the information and when the deaf or hard-of-hearing student sees the information. The deaf student often relies on the interpreter to interject the student's comment at an appropriate time in the discussion. In addition, a deaf student's response may sometimes seems late or out of place because of the delay.

Remember to talk *to* the student. Don't ask the interpreter, "Did she understand," instead, look at the student and ask her "Do you understand?" and let the interpreter sign your message and voice the student's response.

You will probably find that your pace will be slower as you make visual adaptations to your teaching style. You may see this as a disadvantage, however, many of the tips that follow will benefit students whether or not they have a hearing loss and are worth the time and effort.

Finally, be aware, especially if the student is new to foreign languages, that the student may be very uncomfortable using her voice in class. The student cannot hear and compare how she sounds with how other students sound, and may not realize the extent to which most students struggle with pronunciation. It may be, until all the kinks are worked out of the system, that the student will want to wait to use her voice in front of the class. Once a feedback system is in place that works, renegotiate in-class requirements.

Tips for Professors... Teaching Strategies



- Explain in English, in or out of class
- Break down into small pieces
- Organize the information sequentially
- Use multiple examples
- Provide practice
- Supplement textbooks with additional drills
- Provide cultural comparisons

You will find in teaching students who are deaf and hard of hearing that you will be altering many of your methods of instruction. You may notice your pace is slower because everything must be made visual. Remember: Presentation, Explanation, Repetition, Transposition.

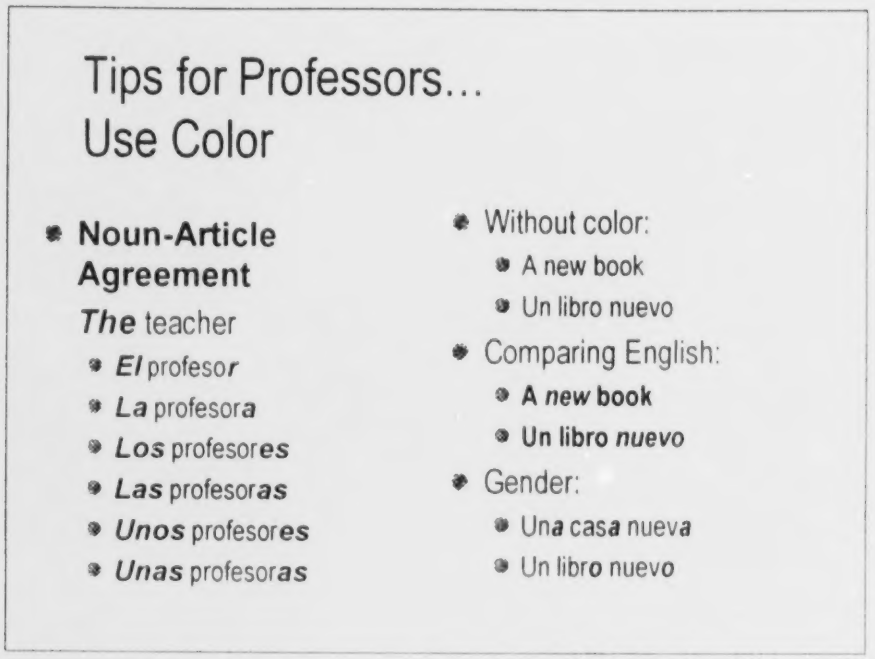
Although many foreign language classes are conducted in that language, it may be necessary to explain activities and lessons first in English when there are deaf and hard-of-hearing students in the class. This is true, too, when an interpreter is used, particularly if the interpreter is not fluent in that foreign language. If this is not feasible, consider providing this explanation in weekly meetings with the student instead of altering the class presentation.

Break the information down into small pieces, and check for understanding of each piece. Be sure to present the information sequentially rather than skipping around. When summarizing the process, use this sequencing and paralleling.

It is very useful to the students, both hearing and deaf, to provide multiple examples which indicate comparison and predictive analysis, and similarities and differences. Examples will help students to understand the information directly from you, rather than decoding the interpreted message. They can use the examples to understand the information. Once they understand, providing plenty of opportunities for practice will help them to remember the information.

Supplement the textbook with additional examples, explanations, clarifications and drills. You might recommend additional texts for the student to use to supplement his studies.

Finally, always provide cultural comparisons for students. This can enhance their knowledge of their own cultures and the world around them. For example, some students will not realize that you can't use US dollars in other countries, that each country has its own currency. They may not understand that the value of money changes every day, depending on the economy. Using cultural comparisons can also increase their political awareness. For example, Spain has a king, royalty and royal families. Why doesn't the US have a king? These kinds of discussions can stimulate the student's interest in the world around them.



Different colors can be used to identify different parts of speech, such as verb conjugations, noun and article agreement, etc. For handouts, try using different fonts, bold and italics so that the difference will be visible in black and white. For overheads or writing on board, use different colored pens or chalk. Students can even copy in color, using pens with three or four colors in one.

Tips for Professors...
Word Associations

- Use alliteration
- Associate words with physical characteristics
- Use natural word associations
- Teach classes of words

There are a variety of word associations that can be used in exercises with vocabulary. Alliteration is one option. For example, in Spanish question words often start with qu (e.g., Quién, Qué). Another is to associate words with their physical characteristics, such as color, size, smell, feel. In discussing names of vegetables or fruits, associate some of them with being red and round or long and green.

Using natural word associations such as opposites (cold/hot, brother/sister, big/small) is another effective option. Finally, you may present vocabulary in classes of words such as colors, days of the week, numbers, and fruits and vegetables.

Tips for Professors... Grammatical Groupings

- Ungrouped presentation:
  - Libro
  - Leer
  - Librería
  - Biblioteca
  - Vender
  - Fácil
- Grouped presentation:
- Nouns
  - ***El*** libro
  - ***La*** librería
  - ***La*** biblioteca***a***
- Verbs
  - Le***er***
  - Vend***er***
- Adjective
  - Fácil

Avoid presenting the student with a list of words in an ungrouped presentation, such as that found on the left: libro (book), leer (to read), librería (bookstore), biblioteca (library), vender (to sell), fácil (easy). Using word groupings such as that shown on the right, in addition to the color techniques described previously, will greatly enhance the students ability to learn and remember the vocabulary.

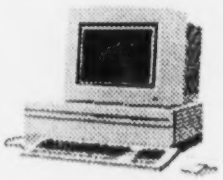
Tips for Professors...
Curriculum Adaptation Techniques

- Textbook/Workbook
  - Organize info into small segments
  - Organize information sequentially
  - Use visual summaries often
  - Limit and control information on each page
  - Incorporate questions to guide reading
  - Put important info in a special box
  - Control exercises to assure clarity
  - Create a glossary, summary of grammar topics and a grammar index

You may already create worksheets and review sheets for students from their regular texts and workbooks. Consider the tips above to help you in reorganizing materials for easy reference and review.

One note of interest. Harry Lang, a research scientist at the National Technical Institute for the Deaf, has conducted several research projects related to deaf students' performance in the sciences and math. He has found that poor readers will perform as well as high ability readers on tests of immediate factual recall when they have adjunct questions to consider while reading. Questions can help students interact with the material to become active instead of passive learners. Try this technique with your students!

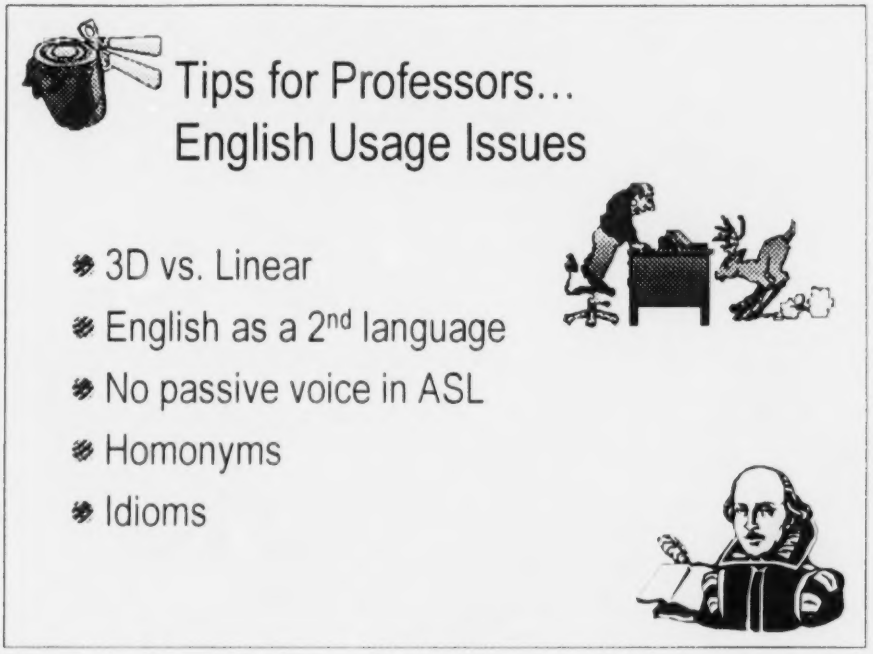
Tips for Professors... Writing Tasks



- Strategies for developing writing skills
  - Monitor mistakes closely-don't erase
  - Use familiar words, phrases and sentence patterns
  - Avoid excessive reliance on dictionary
  - Plan and organize before writing
  - Revise at lexical, phrasal, sentential & discoursal levels
  - Look for regular patterns in spelling (use a spell-checker)
  - Watch for similarities and differences in punctuation
  - Try computer assisted language learning programs

The above tips will be very useful to students in helping them to develop their writing skills. Teaching students to use these techniques will help them in all their writing activities.

Some foreign language labs have computer programs available to the students for drill and practice in the foreign language. These programs can be grouped under the general heading of Computer Assisted Language Learning. Although at first glance they may seem ideal for deaf and hard-of-hearing students, beware of pitfalls in the programs. As you work through the program, watch out for auditory signals that do not have a corresponding visual cue. For example, the program may sound a brief alarm if the student hits the wrong key. If there is not a visual signal, the student may continue to hit the key, not realizing what is wrong. Sometimes auditory cues alert the user that the computer has accepted a response. Again, if there is no visual cue, the student will not know whether or not to proceed. Finally, the English language level of many of these programs is too advanced for students with difficulty in reading English. The student may spend more time trying to understand the directions, or worse, ignore the directions and simply guess at the task.



You may also notice some differences in the way students express themselves in writing. ASL is a three dimensional language separate from English. It is a signed language, not a written language. Visually, many things can be communicated simultaneously. A simple example of this might be 'The woman walked by slowly.' The way the woman is walking, and the information that she is walking by would be indicated by a single moving handshape.

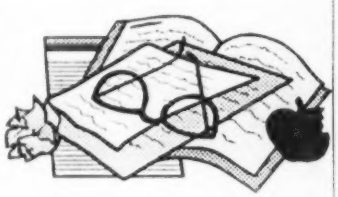
You may notice writing problems that resemble the problems of students using English as a second language, such as missing articles, problems conjugating verbs, difficulties with comparatives and absent referents, and misuse of words. The passive voice that is used so often in academic writing and newspapers (e.g., A crime was committed, It has been found that...) is absent from American Sign Language.

Homonyms, words that are spelled and sound alike but have different meanings, cause a great deal of confusion for deaf students. Take for example, **have**: I have to go, I have a book, I have just finished it, I have had the flu. In ASL, each of these uses of have (urgency, possession, recency, past tense) is signed differently. Another example, **run**: run out, run off, run up, run down, run against, run into, run around, run (in stockings). The dictionary lists two columns of uses of the word 'run'. ASL is highly contextual. Each conceptual use of the single word 'run' is signed differently in ASL. (However, in some English sign systems, the concepts are ignored and the word is signed the same no matter what the meaning.) Some students may experience problems with English language idioms. If you find this to be true, take advantage of the opportunity to explain the idioms so that the student can benefit from them.

Sometimes you may notice that the words are written in an unexpected order. The student may be applying the grammar rules of ASL to English, or to the foreign language. Have the student turn in a copy of the essay written in English as well as the foreign language. Understanding some of the differences between ASL and English may help you to predict similar errors in the foreign language and devise ways to improve or correct the problems. Also, if you cannot understand what the student is trying to say in the foreign language, the English version will lend some clarity.

Tips for Professors... Reading

- Appropriate reading materials:
  - Level of difficulty
  - Familiarity with the topic
  - High interest materials



- Strategies for developing reading skills
  - Limit unfamiliar words
  - Use advanced organizers
  - Use cognates and borrowings
  - Consider the probabilities of occurrence
  - Read, read, read

There are several ways to guide students so that they will have increased success in reading foreign language materials. First, make sure that there are materials available at a variety of reading levels. This will allow the student to increase difficulty at her own pace, and to be challenged but not overwhelmed. Materials should be available on topics with which students have some familiarity. This will encourage students to use context to develop understanding. Finally, the materials should be of high interest. This will help the students to remain motivated to continue reading. Some websites can be viewed in English and a foreign language. Examples can be found in the resources.

Choose materials for students keeping the following strategies for developing reading skills in mind. Choose materials with a limited number of unfamiliar words. Materials should include advanced organizers which will help the student anticipate content, such as headings, subheadings, summaries, and study questions. Identify cognates in the reading that the student will be able to apply to other settings. In figuring out new vocabulary, help the student use techniques such as considering the probability of occurrence. For example: 'I went to the box office to buy what?' The unfamiliar word is probably 'tickets'. Finally, encourage the student to continue reading. It is difficult at first, but the payoff will be great!

Tips for Professors... Alternatives to Audio

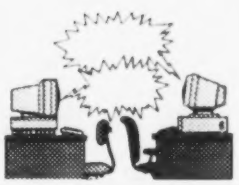
- Newspapers (paper & cyber)
- Bilingual websites on the internet
- Captioned & subtitled films, videos, & TV programs
- Chat rooms and e-mail lists
- Correspondence with student via e-mail
- Pen pals
- Foreign language journals
- Electronic bulletin board

The internet provides many alternatives that can be used with students as replacement materials for audio exercises. The internet has opened up several exciting possibilities. Not only are there foreign language chat rooms and bilingual websites, but students can correspond with instructors (or individuals in their home countries) via e-mail. As of 11/99, there is a website (PC only) that maps out alphabets from 28 different languages on keyboards so that e-mailing and chatting can be conducted in those languages, complete with accents or alternative alphabets. The websites for these are http://www.everymail.com and http://www.everychat.com . In addition, there are a multitude of foreign language websites. Alphabets are also downloadable. One link is http://babel.uoregon.edu/yamada/fonts.html. To get you started, a small colllection of internet sites has been pulled together for this module and is located at http://www.wou.edu/fllinks.htm

Tips for Professors... Accessibility

- Computer programs
- Videotapes
- Language lab materials
- Audio programs

- Transcripts
- Captioning
- Read or videotape audio materials



The purchase of accessible products is required by the ADA, and all public education institutions must be in compliance. This means that videos should be captioned, and computer programs with video segments must provide an alternative captioning of all auditory information. As you are purchasing new materials for your labs you should be aware that if there is an accessible version of a product, that product *should* be purchased in place of one that is not accessible. Educational institutions represent a large share of software maker's markets, and they should be held accountable. If companies producing educational materials receive complaints about nonaccessible products, they will be more likely to attend to this in the future.

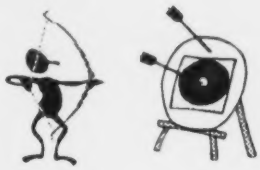
Whether or not you have captioning capabilities on your TV at home, if you record a program, the closed-captioning (if it is present) is copied as well. Not all programs are captioned. Look for programming with the closed captioning symbol (see CC symbol above), or look for videos that are captioned in foreign languages. You can also check with Captioned Films and Videos at http //www cfv org for educational materials which may already be captioned, either in English or in a foreign language. On some satellite and cable systems as well as DVD, you can choose an English or Spanish version of the captioning. In addition, RapidText is a transcription service that can provide transcripts of programs in foreign languages http //www rapidtext com. Many companies can add captioning (post production) to videos. One such company is G&G Video-Ccmaker http://www.ccmaker.com. Again, you should only be ordering materials that are accessible or you must make them accessible to the student.

If you cannot find a captioned version of a video, an interpreter (oral or sign) may be used (be aware that this may not be possible with a video in a foreign language). The interpreter must see the video in advance. Videos are scripted, and thus the information is usually fast paced and dense, allowing for very little breathing room for the interpreter. If the student does not use sign language, an oral interpreter is recommended. Videos often have speakers from off screen, so there is no opportunity to read lips. Depending on what you want the student to gain from the video, you might provide a transcript of it. However, without an aide, the student will not be able to watch the video and read the script, as she will never know how to match up the script with the video sequences.

Tips for Students

Tips for Students... Getting Started

- Meet with Disability Services Coordinator
- Determine your goals:
  - Speaking/speechreading
  - Reading/writing
- Develop receptive strategies
- Develop expressive strategies
- Be patient
- Adjust your attitude about language learning
- Be prepared to study



The student's first step will be to meet with the disability services (DS) coordinator to determine which accommodations will be provided in the class. Decisions about the services provided are based in part on the disability documentation the student provides in addition to past experiences with accommodations. The student should go to this meeting with a good idea of what works for him and be able to explain *why* it works for him. It helps, too, to let the DS coordinator know what the student has used in the past that did *not* work. The student should be open to hearing suggestions from the DS coordinator about different options that might be available.

This discussion should also help the student to clarify his wishes about learning the language. Will he be learning to read and write the language only? learn to speechread and/or to pronounce the language? Be aware that these decisions should be hammered out before the class starts, and will probably need to include the Disability Services Coordinator, the instructor, and possibly foreign language department heads. One scenario might be evaluating the options with the Disability Services Coordinator *first*, and then having the DS coordinator work with the instructor about the decisions that are made *due to your specific characteristics and individual needs*. Then, within those parameters, the student would work with the instructor and interpreter (or other service provider) to determine what accommodations will be used in the class.

Once the decisions are made about what the student will learn and which accommodations will be arranged, the next question is 'How will the student recite?' Some possibilities include writing, voicing, fingerspelling everything, a combination of signing and fingerspelling, or Cued Speech.

The student should try to be patient, and be aware of his attitude about language learning. It is recommended that any student studying foreign language should put in 2 hours of study time for each hour of class. Deaf and hard of hearing students are no exception to this rule, and may need to put in even more study time.

Tips for Students... Working with Instructors

- Be flexible and willing to experiment
- Work closely with interpreter & professor
- Different semester-different instructor! Learn methods that work for you!
- Check out instructors in advance

This will probably be a new experience for you, the instructor, and the interpreter. Be flexible and willing to experiment.

Work closely with the professor and the interpreter to be sure that your experience will be a successful one. Schedule a time to meet with the professor on a regular basis. Be sure to request a different interpreter when you want to include the classroom interpreter in discussions with the professor.

You probably will not be able to take all your foreign language classes with the same professor. Learn what methods work for you and be able to explain them to the next professor.

If you will be using your residual hearing, check out the instructors ahead of time, too. Moustaches and accents make speechreading difficult if not impossible. Maybe one instructor's voice is easier for you to hear than another's, depending on your hearing loss. Some instructors use lecture only, some require group discussion. Some are organized and write outlines on the board. Finding out these kinds of characteristics ahead of time can greatly reduce strain in the classroom.

Tips for Students...
Being Prepared = Reduced Anxiety

- Discuss your feelings
- Eat well, rest, exercise
- Prepare a study space
- Know what to study
- Keep class in perspective
- Reward yourself

- Be prepared for class
- Attend every class
- Review old while studying new
- Don't cram
- Don't worry about being perfect
- Seek opportunities to practice everyday

Do you feel anxious about your foreign language class? Do you put off working on your assignments, dread going to class, debate about dropping the class, or freeze when the instructor calls on you? Many students, hearing and deaf, experience anxiety about learning foreign languages. Donley (1996) and Canker (1996) discuss several ideas to help you cope with your anxiety and keep it under control.

Discuss your feelings with other students and the instructor. You may replace anxiety or negative feelings with enthusiasm after hearing others perspectives and reasons for learning a foreign language. They may also have tips for learning that can help you out. Don't focus on the anxiety. Do something fun and relaxing to take your mind off it. Take care of yourself. If you are not getting enough sleep or exercise, you may be especially susceptible to anxiety.

Find a study space with few distractions. Do what works for you, be that studying alone or with friends, studying at home or at the library. Always have good lighting, and have all the materials you will need close by. It will help greatly to know exactly what it is you need to study, rather than weeding through piles of unnecessary materials.

Remind yourself that the foreign language class is only one of your classes. Maybe you do well in some parts of the class and not others. Pat yourself on the back for the things you do well in! Grades are important, but what you learn is more important. Set goals for yourself, and reward yourself for your successes along the way. Reward yourself with a break, a phone call, TV program, etc. By giving yourself rewards, you'll study longer and accomplish more.

Be prepared for class. Do not give in to avoidance behavior! The less prepared you are, the more anxious you will feel. You may want to prepare a study schedule for yourself, setting small goals to achieve. Always go to class. If you let yourself fall behind, you will have a difficult time catching up. You will also feel like you are not doing as well as your classmates. Remember that you will be building on past learning. While you are learning new things, keep reviewing past lessons. Keeping up with coursework and reviewing materials regularly will reduce your need to cram when test time arrives. Cramming for tests is never a good idea, since you are not likely to remember the material for longterm use.

Finally, don't worry about being perfect. Set goals that are challenging, but not unreasonable. Ask the instructor if you need help breaking the goals into reasonable parts. Don't expect yourself to be perfect. You have to take risks and make mistakes in order to learn.

Although it is difficult to spend time doing things in which you are not skilled, it may be just what you need to do. Practice the foreign language in a variety of ways. Check out foreign language websites and see what you can understand. Go to foreign language chat rooms, e-mail lists, or get a foreign language pen pal. The more you use the language and see how others use the language, the faster you will learn and the more you will remember. This may be more interesting and motivating than the usual drill and practice (although that is important, too). There are also e-mail lists of deaf individuals from foreign countries. See the resource list for ideas. You can learn about deaf culture in the country and learn the language at the same time! Learning a new language is a gradual process. You need to spend time with the language everyday.

Tips for Students... Vocabulary

- Flash cards
- Lists
- Fold & Compare
- Categorize
- Color
- Sentences
- Label
- Repeat
- Write
- Context
- Record
- Practice in Mirror

The following study skill suggestions may help you in learning vocabulary (Cankar, 1996).

Flash cards: Write the vocabulary word on one side and the English translation on the other; word & definition

Lists: Go through the vocabulary lists in the textbook and write/fingerspell each word over and over. Also write the English translation with each word. Go through the list until you miss one, then start over at the top.

Fold & compare: Draw several columns on a piece of paper. Start with a column of vocabulary words in English. In the next column write foreign language equivalent. Now, fold and hide the English column so that only the foreign language column is showing. In the next column, rewrite the English equivalent. Repeat until the page is full.

Categorize: If the lists aren't already in categories, group them in different ways to help you remember them. You might group them by size, color, room, or by parts of speech (e.g., noun, verb, adjective).

Color: On the flashcards, use one color for masculine nouns, and a different color for feminine nouns. Use color to help identify root, suffix and prefix of word.

Sentences: Make up sentences using your new vocabulary words.

Label: Label objects in your house or apartment with the vocabulary words.

Repeat: Repeat the words out loud, or fingerspell them.

Write: Write the new vocabulary words over and over.

Context: Use the sentence to help you learn the meaning of new words. Teachers often provide fill in the blank drills where words or meanings can be predicted from context.

Record: Hard-of-hearing students may want to record the new words and definitions on tape.

Practice in mirror: Practice pronunciation and speechreading.

Tips for Students... Grammar

- *Learn* the rules
- Learn exceptions to the rules
- Notice how rules are applied in context
- Color code parts of speech
- Be patient-no language is grammar-free!
- Don't erase errors

No language is grammar free. You must learn the rules and learn the exceptions to the rules. For example, in Spanish, la is feminine and nouns usually end in a; el is masculine and the nouns will end in o. However, there are exceptions, such as la mano, el programma. As you read various materials, pay attention to how the rules are applied in context.

Try using color when studying new verbs. On your flash cards use certain colors to identify verb infinitive endings. Color can also be incorporated into conjugating the verbs by using specific colors for specific subject-related endings. Get a pen with 4 colors in one for both your notes and for homework. Understand your mistakes by not erasing before you correct. Write the corrections above or below in a different color.

Tips for Interpreters

Tips for Interpreters... Setting the Ground Rules

- Should you accept the job?
- What are the student's goals?
- How will the student respond?
- How will instructor present information?
- Bring the book
- Bring writing tools

First and foremost, how do you know if you are the right person for this job, especially if you do not know the foreign language being taught? There are several things to consider. Do you find foreign languages interesting? This will help keep you motivated. Do you have the time? Expect these classes to take more prep time than other classes you interpret. Can you hear and distinguish foreign language pronunciations well? If you struggle to hear and distinguish words in the foreign language, your interpreting process will be much more difficult. Finally, is your fingerspelling clear? Can you read fingerspelling easily? Much of your interpreting time will be spent fingerspelling. If your fingerspelling is not clear and/or you have difficulty reading fingerspelling, you are probably not the right person for the assignment.

Your interpretation will be determined, in part, by the student's goals for language learning. These goals should be worked out in advance and approved by the DS coordinator, the foreign language instructor, and quite possibly, the foreign language department. These goals may be limited to reading and writing the foreign language, but they may also include speechreading and pronunciation.

In addition to working out how you will communicate information from the instructor to the student, you will also need to work out with the student how the student will respond and how that will be communicated to the instructor. Will the student write out responses, will she fingerspell them? Will the interpreter voice the student's response? Will the student speak for herself, use Sim-Com, or communicate her own pronunciations through Cued Speech that you would voice?

If the student is not going to be learning pronunciations, some in-class drills may seem inappropriate. Instead of focusing on pronunciations, this time could be spent fingerspelling or otherwise interpreting the drills for additional language exposure. If students pair-up to practice pronunciations, depending on the students goals and the interpreter's familiarity with the language, the interpreter may serve as interpreter, may pair up with the student, or the teacher might provide written drills for the student as an alternative. Similarly, any auditory practices using audio tape should be replaced with written exercises.

It will be imperative that you work with the instructor to find out how she presents the information in class, and any in-class activities she has planned. For example, some instructors will give students commands to do something, like stand up or sit down, in the foreign language. Because of the processing time that is required for interpreting, it is very difficult for the deaf student to participate and respond with the class. One author suggests that in these cases it might be best if the commands are signed in English (ASL) so that the student can perform the activity with the class, and then fingerspelled or otherwise interpreted while the response is being performed.

Bringing the book to class is useful for several reasons. When other students are reading aloud, the deaf student can read along. Alternatively, sometimes students are difficult to understand. Having the text in front of the interpreter will help her to understand mispronunciations. If the instructor reads a question from the book, the student can read it instead of having the interpreter fingerspell it. You will need to know ahead of time the student's goals in order to plan your strategies for interpreting.

Finally, be sure to bring paper and pencil to class, too. Sometimes it is faster to write questions and responses than to fingerspell them.

Tips for Interpreters... Building Your Language Skills

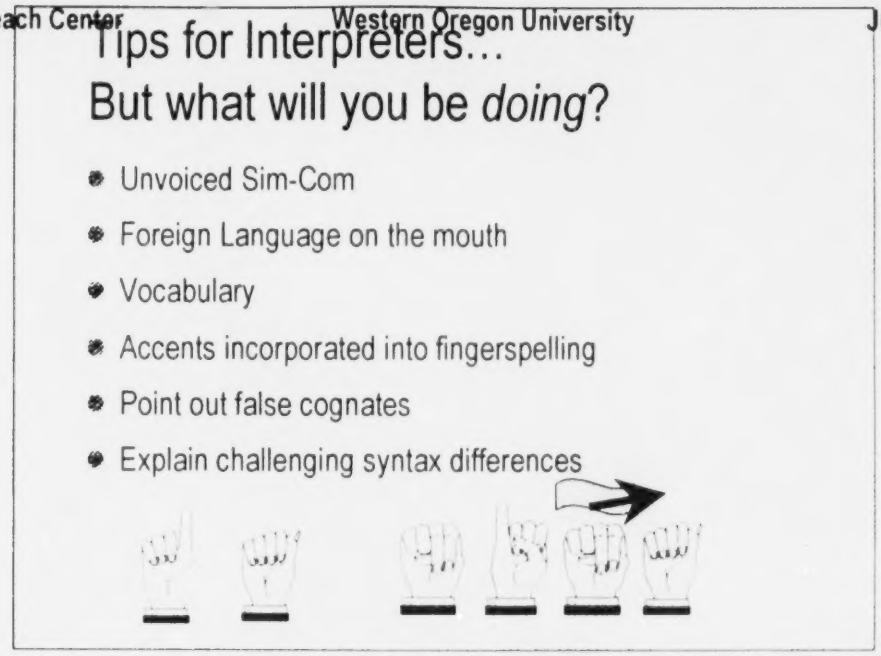
- Preview class materials
- Do the homework
- Surf the web, Spanish channel
- Sit in on same class earlier in the day
- Take classes ahead of student
- Check in with the instructor

Preview materials that will be used in class, including readings, videos, audiotapes, etc. Get the textbook, syllabus, and vocabulary! If the instructor or disability services office cannot provide you with a textbook, try the library, order a free desk copy from the publisher (free to educators), use an old text, copy what you need, or borrow the instructor's text while she is not using it.

To supplement your language learning and to warm up, sit in on the same class earlier that day, or join chat rooms and surf the internet for websites in the target language.

If possible, take classes one term or even a year ahead of the student to anticipate difficult situations and to set up strategies now that will continue to work in the future.

Check in with the professor frequently. Is she comfortable with how the interpreting situation is going? Does she have questions, concerns or suggestions that improve her interaction with the student and interpreter, or that will make her feel more comfortable or confident? Ask for materials you need for prep. Always keep the instructor posted on special interpreting strategies you have worked out with the student.



Work with the student to determine what will work for her. In general, interpreters use unvoiced Sim-Com, mouthing the foreign language while using fingerspelling and conceptually accurate ASL signs. There will still be many challenges. There are sometimes no direct translations between ASL and English, the same problem will occur between ASL and the foreign language.

If the interpreter could control the pace of the class, fingerspelling everything might be the best way to represent the foreign language. This is not possible, and would probably result in excessive eye strain for the student and Cumulative Trauma Disorder for the interpreter. Nonetheless, there will be a great deal of fingerspelling involved.

Bar-Tzur & Quinto offer several suggestions in the use of fingerspelling. First, fingerspell new vocabulary until the student and the interpreter know it, then use ASL/Signed English signs on the hands with mouthing that matches the pronunciation of the new vocabulary word. Accents, or diacritical marks, should be incorporated into fingerspelling, as shown above with 'la niña'. The movement of the hand will usually follow the shape of the accent. Umlats are often represented by moving the letter (handshape) down. The interpreter may want to keep a list or cheat sheet of the correct accents for the language, if she is not skilled in that language.

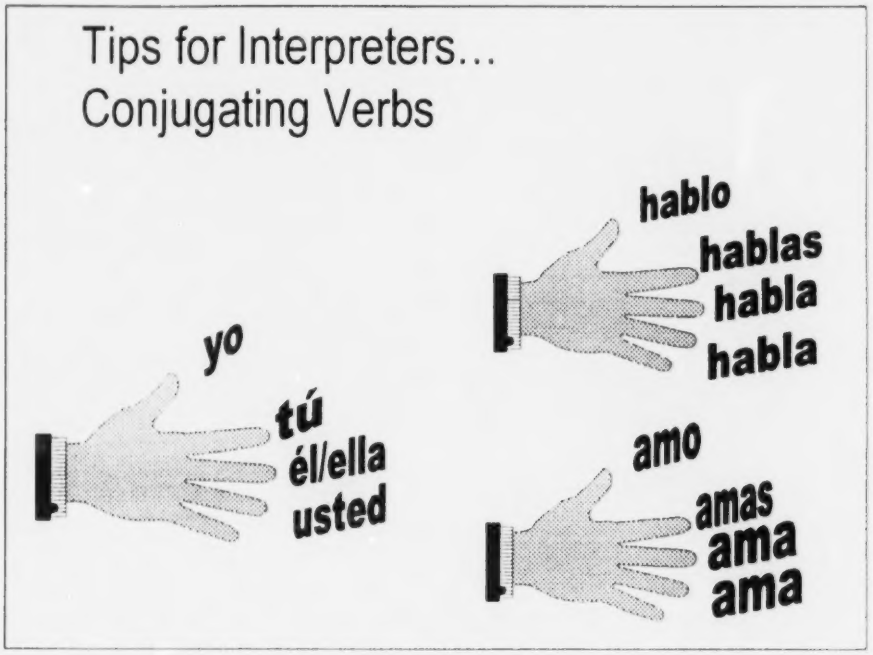
Fingerspell *and* sign the substituted words in a substitution drill. In addition, take advantage of the opportunity to visually emphasize gender changes, by placing the masculine article to one side (or to a higher signing space) and the feminine article to the other side (or to the lower signing space).

Any time words are being used in an idiomatic way, such as 'What's up?", fingerspell and sign words.

When you do have extra time, fingerspell more of the sentences to reinforce old ideas. Bar-Tzur suggests that as students become more advanced, they may be able to tolerate more fingerspelling in the foreign language. It would have the additional advantage of helping the student to break away from thinking in ASL or English.

Especially in the romance languages, cognates (words that are spelled the same, or very similarly and mean the same) will come up. Bar-Tzur & Quinto suggest this should be pointed out to the student. It has the advantage of helping the student to remember the word, but also expanding her understanding of English. Similarly, if a word is a false cognate, let the students know this so they can use the word correctly. In Spanish, an example of a false cognate is "embarazado" ("pregnant" as opposed to "embarrased"). It is sometimes necessary to point these out so as to prevent confusion during the interpretation. The instructor or tutor should cover this information, but it is sometimes useful for the interpreter to point it out for the purpose of clarification.

Finally, you will face syntactic challenges. This example, from the case study in German provided by Bar-Tzur, both illustrates the problem and describes his solution. "German syntax differs from ASL (and English). Separable prefix verbs are a single word in uninflected form, such as 'ausgehen' ('to go out'), but separate into two parts when inflected. For example, 'Peter und Maria gehen am Donnerstag aus' ('Peter and Maria go out on Thursdays,' literally, 'Peter and Maria go on Thursday out.') I have not found a satisfactory way to represent such a syntactically different form. I end up explaining a great deal during these trying sentences: cultural mediation at its most frantic! For the previous sentence (while mouthing German) I would sign P-E-T-E-R AND M-A-R-I-A GO ON THURSDAY A-U-S, (aside) THAT MEAN EVERY-THURSDAY TWO-OF-THEM GO-TOGETHER." This illustration shows how important it is to work together with the professor so that you can be prepared for the challenges of each class.



The interpreter must understand the conjugation of verbs in the foreign language. The conjugation of verbs should be reinforced through fingerspelling. Because conjugations are practiced through drills (and these drills often proceed quickly), it may be useful for the interpreter to set up a system that visually represents 1st person singular, 2nd person singular, etc.

For example, on the left side of the screen, these Spanish pronouns are indexed or assigned to each finger. Bar-Tzur & Quinto suggest indexing singular on the non-dominant hand and plurals on the dominant hand. Thus, in a drill, placement represents the pronoun and only the verb is signed in the correct form next to the appropriate finger. In the above example, 'I speak' or 'yo hablo' (on the top right) would be signed by fingerspelling hablo next to the thumb. The thumb always represents yo, and the appropriate ending would be spelled out with the verb.

Yo amo (I love) or yo hablo (I speak)

tú amas (you [informal] love) or tú hablas (you [informal] speak)

él/ella ama (he/she loves) or él/ella habla (he/she speaks)

Usted ama (you [formal] love) or usted habla (you [formal] speaks)

This example may not work for all interpreters, students, or languages. The point is to be creative. Work with the student and the instructor to find ways to make drills and other exercises accessible for deaf and hard of hearing students.

Tips for Interpreters...
Other useful tips

- Foreign *Sign* Language
- Foreign Manual Alphabet
- Cued Speech
- Connections with others

Although learning the foreign sign language is not the same as learning the foreign written and spoken language (just as English and ASL are two different languages), you may still want to use some signs from the foreign language to convey common, everyday communications, such as 'Good morning,' 'What's up,' and 'How are you?' In addition, because some languages have different alphabets, using the alphabet from that language may be necessary to supplement or replace the ASL alphabet (see Carmel, Simon in Resources) for alternate alphabets.

Cued Speech is another option that is very useful to help students with pronunciations. Cued Speech is not a sign language. It is a visual representation of phonemes by using handshape, placement, and to a limited extent, movement in conjunction with the natural mouth movements produced in speaking. It can greatly enhance speechreading accuracy, since the phonemes that are indistinguishable on the mouth (e.g., the 'm,' 'b,' and 'p' sounds in mop, bob, pop) will be identified by different hand shapes. Likewise, some words will have identical handshapes because they are easily distinguishable on the lips (e.g., meat, turf, feet, and firm). It is not conceptual. Its sole purpose is to make the phonemes of speech visual and distinguishable from each other, in consonant-vowel combinations. While in ASL 'fir' and 'fur' would be signed differently, in Cued Speech, they are not. Similarly, the word 'bear' might have several signs, representing various concepts such as the animal, patience, and to carry a burden. These different meanings of 'bear' would all be Cued identically, because they are pronounced identically. Interestingly, because it is a visual representation of spoken language, the phrase 'Coke is it!' would be cued in the sound combinations 'co ki si t'. Similarly, accents and different pronunciations would be identifiable in the cued interpretation. Accents are also represented visually in Cued Speech.

There is no doubt that if a hard-of-hearing person knew Cued Speech that it would help her learn pronunciations and improve speechreading in a foreign language. However, just as you do not pair a student who does not know sign language with a sign language interpreter, learning the Cued Speech system and a foreign language at the same time would be unreasonable for most students (and interpreters!). It might be used outside of class, though, in practice sessions since the pace and content could be controlled.

Finally, it may be very useful for the interpreter to be in touch with others: others who have interpreted foreign languages, others who have visited the foreign country, other deaf individuals who have studied foreign languages or visited the countries. If you do not have access to these people in your own community, consider joining e-mail lists that target either the Deaf community or interpreters to open a dialogue and gain ideas from others who have been there before. Several ideas are listed in the resources.

Tips for Service Coordinators

No one accommodation will be perfect for everyone. As a disability services provider, this may be one of those times where you will need to try many different options from your "bag of tricks."

The section for interpreters covers many of the issues around using one language to convey another. Use this information to make instructors aware of the issues involved for in-class activities and instruction. It will help them make educational decisions in working with the deaf student. Depending on the student's needs and goals in the course, other types of interpreting may be necessary, such as oral or Cued Speech.

If the student does not know sign language, providing an ASL or Signed English interpreter will not be appropriate. Whether or not the student uses sign language, you may want to explore providing some type of speech-to-text transcription. Realtime captioning might be provided, but you would obviously need to find someone who has the appropriate foreign language dictionary. Captioning can be provided through court reporter set ups, or through remote systems that use phone lines and the transcriptionist is not even in the room. Summary systems would not be appropriate for providing access to the lecture, because the student will need the exposure to the foreign language gained in the classroom that cannot be provided in a summary format. However, for students who need a notetaker for the course, this would be an excellent way to provide notes.

Speech recognition is an interesting possibility. There are several speech recognition programs available for a variety of foreign languages. The interpreter or instructor would speak into a microphone connected to a computer and the word would appear on the screen. The computer must be trained to the voice, and someone must take the time to ensure the vocabulary is there. But it does have possibilities for lab, practice, and classwork. There is an excellent paper from the National Task Force on Quality Services to Deaf and Hard of Hearing Students that covers the various speech-to-text systems and considerations in using them listed in the resources.

Assistive listening devices were discussed elsewhere in the module. If the student has never tried them before, be sure that she tries it out, if appropriate. For hard of hearing students, it can greatly reduce the strain of speechreading and listening to the foreign language.

Finally, the student may need additional tutoring time. Deaf and hard-of-hearing students have one less avenue for learning foreign languages, and will require additional effort to learn them. Because the interpreter will have worked so closely with the student in the class and will be aware of the techniques they have worked out to convey the foreign language, that interpreter may also interpret for a tutor in the foreign language.

Resources for all the topics listed above can be found at the end of this presentation.

Tips for Service Coordinators.... Working with Interpreters

- Find an interpreter that *likes* languages
- Be creative with incentives for interpreters
- Train a substitute/team interpreter
- Use interpreters who have clear fingerspelling
- Keep interpreter ahead
- Provide materials for prep

Find an interpreter who likes languages. The interpreter will be much more willing and able to take on the challenge of learning a new language. An interpreter fluent in the foreign language does NOT solve all your problems, though. It is true that the interpreter will be able to do a better job of interpreting if she knows how to spell foreign language vocabulary and where to put accents. However, the interpreter may also then 'over' interpret using her own knowledge to fill in blanks for students anticipating their responses (something that is a desired skill in other interpreting settings), or interpret from the foreign language into ASL rather than from the spoken foreign language to a visual representation of the foreign language

Be creative with incentives for interpreters. Maybe the interpreter can take the course the term before for free or reduced tuition. Offer extra prep time, especially for interpreters who do not already know the foreign language.

Train a substitute/team interpreter. If the student continues in the language, it is probable that she will eventually be taking longer classes which would need to be team interpreted. Also, if one interpreter is not available either on a short- or long-term basis, you will still have the class covered.

Clear fingerspelling is required for this interpreting situation. This is a large part of what the interpreter will be doing in the class.

It helpful for the interpreter to take the course the term before (vital if the interpreter does not already know the language), or at least the the same class earlier in the day.

Finally, the interpreter must have the class materials in advance in order to prepare for the class. Work with the interpreter and instructor to be sure this happens.

Tips for Service Coordinators... Working with Professors

- Provide professor with support
- Inform professors about the requirements of ADA and how decisions were reached
- Explain the proper use of the interpreter
- Provide ideas for evaluation of student
- Be patient, but prepared, for arguments

Provide professor with tools and support so that she feels it is a positive experience to work with deaf and hard-of-hearing students. Validate professor's concerns and show willingness to work with the professor throughout the term. Many tips are included here for professors, resources are listed at the end of the module, too.

Take the time to familiarize the professor with ADA and disability information. Make sure he is aware that decisions about accommodations are made on an individual basis, and that the next student he has with a hearing loss may do things very differently than this student (e.g., use of residual hearing, use of speechreading, voicing). Questions to the student (and definitely to the interpreter) about the student's hearing loss may not be welcome or appropriate. Wait until a rapport is established to get into these topics with the student. Check in with the student about how well the accommodations are working before or after class, not during the class. Respect the student's right to privacy.

Educate the professor about the proper use of the interpreter. Let him know, too, that due to the special nature of the course, the interpreter may be doing things differently in his class than she might do in other settings. Make sure that the professor understands the adjustments that are necessary in interpreting his lessons, and give him ideas for alternative strategies in both teaching and evaluating the student. The professor will need to have strategies that will allow him to evaluate the student and not the interpreter.

Finally, be prepared for reluctance and for concern. Reassure him that removing the hearing/speaking requirement is necessary for access, and it does not give the deaf student an unfair advantage. The deaf student has one less avenue for learning the language and must spend more time studying it. If the student does not use her voice to express English, it is unreasonable to think that she will speak another language. Having notetakers and interpreters allows the student access to the class. The student must still demonstrate proficiency in the language and meet the professor's criteria for that. There is an excellent 30 minute video produced by Gallaudet University that will help professors (and students) understand why the foreign language requirements should not be waived solely on the basis of the student's hearing loss. The video, *Why Teach Foreign Languages to Deaf Students*, is free. Ordering information is included in the resources.

Tips for Service Coordinators... Working with Students

- Warn the student about time/preparation
- To speak and/or speechread the language
  - Assistive listening devices
  - Cued speech
  - Oral Interpreters/Realtime
  - Tutors
- Networking with others
  - NAD, SHHH, ALDA
  - E-mail

Make sure the student is aware that foreign language classes will require a lot of work on her part if she intends to be successful. Generally, two to three hours of study is recommended for every hour in class, regardless of topic or student.

Some students will want to learn to speak and/or speechread the foreign language. Introduce the student to the benefits of using ALDs. Many hard-of-hearing users are shocked at the difference in understanding that it makes for them. The student may need to experiment with other accommodations to find out what will work best for her in this special setting. Cued speech may be required for learning to speak and speechread the language, oral interpreters or realtime captioning may be necessary for in-class access, and tutors may be needed for extra practice and study.

Networking with other students who have a hearing loss and have studied a foreign language can be of great benefit to the student. In support groups like SHHH and ALDA, students may find others who have studied foreign languages who can give them tips. Many students, though will find themselves in situations where there are few others who are deaf or hard of hearing. Computer e-mail groups are a great alternative. The messages can be read at any time of day or night--great for a busy student's schedule. There are also e-mail lists for deaf students of different nationalities, such as Deaf Latinos/as (subscription information is listed in the resources). Many campuses offer free e-mail accounts. Check with the Foreign Language department at Gallaudet University for other e-mail lists that might benefit the student.

Additional Resources

- Registry of Interpreters for the Deaf (RID) http://www.rid.org
- National Association of the Deaf (NAD) http://www.nad.org
- National Multicultural Interpreter Project nmip@laguna.epcc.edu or www.epcc.edu/Community/NMIP/Welcome.html
- Teachers of English to Speakers of Other Languages
  - 703.836.0774
  - TEDS-IS (Teaching English to Deaf Students-Interest Section)
- Regional Interpreter Education Centers
  http://www.wou.edu/education/sped/iec/resourcepage.html
- Dept of Foreign Language and Literature-Gallaudet University
  http://www.gallaudet.edu/~forlweb/labhomepage.html

Additional Resources:

http://www.wou.edu/NWOC/fllinks.htm

This is a list of foreign language links on the internet developed to go along with this module. It lists these links and many, many more.

http://www.wou.edu/nwoc/ald.htm

This is a list of internet resources that include topics related to interpreting, Cued Speech, e-mail lists related to hearing loss, postsecondary and employment accommodations, assistive technology, realtime captioning, and much, much more.

http://www.wou.edu/nwoc/demyst/index.htm

This is a training module covering the proper use of Assistive Listening Devices in postsecondary classrooms.

http://www.pepnet.org

Postsecondary Education Programs Network, including the PEPNet Resource Center. Many materials and trainings are available off the website, including NETAC Tip sheets on topics such as Interpreting, Tutoring, Speech-to-Text Technology and an on-line orientation for people new to working with deaf and hard-of-hearing students.

http://www.wou.edu/education/sped/iec/resourcepage.html

This resource page for the Region X Interpreter Education Center provides a list of all the IEC regional programs in addition to other national organizations supporting interpreters. Each IEC maintains a library of materials that can be checked out to interpreters working in that particular region. The IECs produce materials and share them with each other. For example the Region X IEC produced videotapes on Russian Sign Language and the education of the Deaf in Russia.

http://www.idrt.com

The Institute for Disabilities Research and Training, Inc. is developing a CD ROM dictionary of Mexican Sign Language/American Sign Language that is expected to be available in March 2000. (Note: there are several different sign languages used in Mexico. This project is a dictionary of about 600 words from only one of those languages.) 301-942-4326 (V/TTY)

Developed by:

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http://www.wou.edu/nwoc/fllinks.htm

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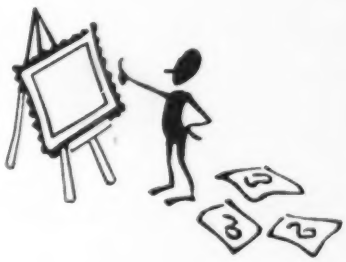

Beauvois, M.H. (1992). Computer-assisted classroom discussion in the foreign language classroom: conversations in slow motion. Foreign Language Annals, 25 (5), 455-63.

Bar-Tzur, D. & Quinto, D. Interpreting for Foreign Language Courses: A case study with Spanish. http://www.terpsnet.com/resources/iflc-spanish.htm

Bar-Tzur, D. Interpreting for Foreign Language Courses: A case study with German. http://www.terpsnet.com/resources/iflc-german.htm

Cankar, P. (1996) Study skill suggestions for students of foreign language classes. The Forum, Spring, p. 11-12.

Carmel, S.J. (1982) International Hand Alphabet Charts. Published by the author.

Donley, P. (1996). Ten ways to cope with foreign language anxiety. *The Forum*, Spring, p. 13.

Dowaliby, F.J., & Lang, H.G. (1999). Adjunct Aids to instructional prose: A multimedia study with deaf college students. *Journal of Deaf Studies and Deaf Education, 4*, 270-282.

Kelly-Jones, N., & Hamilton, H. (1981). Signs Everywhere. Los Alamitos, CA: Modern Signs Press.

Additional Resources

http://www.gallaudet.edu/~forlweb/

http://www.gallaudet.edu/~forlweb/webresourcesb.html

http://www.gallaudet.edu/~forlweb/labhomepage.html

The Foreign Language department at Gallaudet University, and the language lab web pages contain many links to foreign language websites and materials that will be useful in the foreign language classroom. The Culpepper Foreign Language Lab Videotape collection site includes 2 lists of videotapes that explain in ASL the grammar and structure of Spanish (18 videos) and French (17 videos). They are $165.00 per set or $12.00 per tape and are available from:

Department of Television, Photography, and Educational Technology

Gallaudet University

800 Florida Ave, NE

Washington DC 20002-3695

202-651-5115 (V/TTY)

They also have a free video available entitled 'Why Teach Foreign Languages to Deaf Students.' This 30-minute video explains very clearly the argument against waiving foreign language credits, and provides useful tips as well.

http://eleaston.com/methods.html

A list of websites useful to teachers of foreign languages.

http://www.everymail.com

http://www.everychat.com

Converse with students via e-mail or chatrooms in 28 different languages! (PC only)

http://www1.bluemountain.com/index.html

Have a little fun with foreign languages—send an e-card to your friends, teachers, or students in a foreign language! (You can also check your fortune with the I-Ching oracle.)

http://www.rapidtext.com

Remote Captioning Services. They can also provide transcripts of videotapes in foreign languages.

http://www.cfv.org

Caption Films and Videos: free rental service of captioned educational videos, some in foreign languages.

Speech Recognition Technology

IBM: 1-800-talk-2me

Dragon Dictate: 1-800-talk-typ

Kurzweil: 1-800-380-1234

E-mail groups

Deaf Latinas/os e-mail group

Subscribe deaflatino@deafvision.com

To locate other e-mail lists, try: http://www.onelist.com, http://babel.uoregon.edu

http://www.terpsnet.com

The Interpreter's Network includes many papers and resources on the internet to support interpreters in their work. Two papers located there were excellent resources on interpreting in foreign language classes and were used extensively in the interpreter section of this module.

Bar-Tzur, D. & Quinto, D. Interpreting for Foreign Language Courses: A case study with Spanish. http://www.terpsnet.com/resources/itflc-spanish.htm

Bar-Tzur, D. Interpreting for Foreign Language Courses: A case study with German. http://www.terpsnet.com/resources/itflc-german.htm

http://dww/deafworldweb.org

This website, the Deaf World Web, will put you in touch with Deaf communities all over the world.

http://www.facstaff.bucknell.edu/rbeard/diction.html

http://www.facstaff.bucknell.edu/rbeard/diction3.html#sign

These two pages are 'An Index of On-Line Dictionaries' including a large number of languages (a linguist's delight) and links to websites of sign languages, including ASL, German and Russian.

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Northwest Outreach Center

Foreign Language Resource Links

- http://www.wou.edu/nwoc/ald.htm
  Northwest Outreach Center: This is a list of internet resources that include topics related to interpreting, Cued Speech, e-mail lists related to hearing loss, postsecondary and employment accommodations, assistive technology, realtime captioning, and much, much more.
- http://www.wou.edu/nwoc/demyst/index.htm
  Northwest Outreach Center: This is a training module covering the proper use of Assistive Listening Devices in postsecondary classrooms.
- http://www.pepnet.org
  Postsecondary Education Programs Network, including the PEPNet Resource Center. Many materials and trainings are available off the website, including NETAC Tip sheets on topics such as Interpreting, Tutoring, Cued Speech, Speech-to-Text Technology and an on-line orientation for people new to working with deaf and hard-of-hearing students.
- http://www.wou.edu/regionx-iec
  Region X Interpreter Education Center: Federal funding is awarded on a five-year cycle to ten (10) regional programs by the Rehabilitation Services Administration (RSA). The funds are used to provide continuing education training opportunities to interpreters who work throughout the United States. The training opportunities for Deaf and Hearing interpreters are in the form of workshops, mentorships, seminars, and classes and cover a wide range of topics including, but not limited to, sign-to-voice and voice-to-sign skills development, specialized training (i.e. legal, medical, performing arts, oral, mental health), theory, and ethics and decision making.

  In addition, two (2) national programs are funded on the same 5-year cycle, with each program focusing on very specific training needs. During the 1995-2000 grant cycle, the two national grants were the National Multicultural Interpreting Program and the National Deaf-Blind Interpreter Training Program. During the 2000-20005 grant cycle, the national grants will focus on Distance Education and on Educator Training. For a complete listing of the 10 regional grants and the states included in each of the 10 areas and the 2 national grants, check out the Region X Interpreter Education Center web site listed above.
- Teachers of English to Speakers of Other Languages
  Ask for TEDS-IS: Teaching English to Deaf Students-Interest Section 703-836-0774
- http://www.idrt.com
  The Institute for Disabilities Research and Training, Inc. is developing a CD ROM dictionary of Mexican Sign Language/American Sign Language that is expected to be available in March 2000. (Note: there are several different sign languages used in Mexico. This project is a dictionary of about 600 words from only one of those languages.) 301-942-4326 (V/TTY)

- http://www.gallaudet.edu/~forlweb/
- http://www.gallaudet.edu/~forlweb/webresourcesb.html
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- http://eleaston.com/methods.html
  A list of websites useful to teachers of foreign languages.
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- http://www.everychat.com
  Converse with students via e-mail or chatrooms in 28 different languages! (PC only). Maps the alphabet from 28 languages on your computer keyboard.
- http://www1.bluemountain.com/index.html
  Have a little fun with foreign languages—send an e-card to your friends, teachers, or students in a foreign language! (You can also check your fortune with the I-Ching oracle.)
- http://www.rapidtext.com
  RapidText: Remote Captioning Services. They can also provide transcripts of videotapes in foreign languages.
- http://www.ccmaker.com
  G & G Video-CCMaker: Will add captioning to your videos. Special educational pricing. 800-527-0551
- National Court Reporters Foundation
  Contact 703-556-6289 (tty) 703-556-6291 (fax) 800-272-6272 (voice) for information on qualified CART providers in your area.
- http://www.cfv.org
  Caption Films and Videos: free rental service of captioned educational videos, some in foreign languages. View catalog on the web to find out if a captioned version of your video has already been developed.
- Speech Recognition Technology
  - IBM: 1-800-talk-2me
  - Dragon Dictate: 1-800-talk-typ
  - Kurzweil: 1-800-380-1234
- http://www.terpsnet.com
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  - Bar-Tzur, D. Interpreting for Foreign Language Courses: A case study with German. http://www.terpsnet.com/resources/iflc-german.htm

- http://dww/deafworldweb.org
  This website, the Deaf World Web, will put you in touch with Deaf communities all over the world.
- http://www.facstaff.bucknell.edu/rbeard/diction.html
- http://www.facstaff.bucknell.edu/rbeard/diction3.html#sign
  These two pages are 'An Index of On-Line Dictionaries' including a large number of languages (a linguist's delight) and links to sign language websites, including ASL, German and Russian.

E-mail groups

To locate other e-mail lists, try http://www.onelist.com or http://babel.uoregon.edu

- Beyond_Hearing: Hard of Hearing; strategies for coping with hearing loss
  majordomo@duke.edu subscribe beyond-hearing
- Deaf_L: Deafness and deaf culture
  listserv@siucvmb.siu.edu subscribe DEAF-L
- Deaf Latinas/os e-mail group
  Subscribe deaflatino@deafvision.com
- Deafness Program Administrators
  majordomo@lists.sonic.net subscribe deafadm youre-mailaddress
- EduDeaf: Curriculum, teaching strategies
  listserv@lsv.uky.edu subscribe EDUDEAF your name
- PEPNetWork Postsecondary Education Programs Network
  listserv@listserver.rit.edu subscribe PEPNETWORK your name
- PIN: Postsecondary Interpreting Network
  listserv@csd.uwm.edu subscribe PIN your name
- Terps-L: Interpreters Listserv
  listserv@admin.humberc.on.ca subscribe TERPS-L your name

Foreign Language Translators on the Internet

- http://babel/altavista.com/translate.dyn
- http://www.tranexp.com:2000/intertran?

Resources Provided by:

Donalda Ammons
Center for Global Education
Gallaudet University

- **The Media Links**: Online Media Directory by Media Info has many world-wide links to on-line newspapers. http://emedia1.mediainfo.com/emedia/
- **The Ohio University Call Language Page** contains a useful collection. http://www.tcom.ohiou.edu/OU_Language/OU_Language.html
- **The Latin American Institute at the University of New Mexico** has created **Retanet** for

teachers interested in Latin America and the Caribbean. This site contains several databases of lesson plans, resources, teacher partners, links to embassies and more. http://ladb.unm.edu/www/retanet/

- **The Foreign Language Department at the University of Toledo** has a very well developed WWW page maintained by Daniel Meyers. http://www.forlang.utoledo.edu/
- **The Oxford University Language Centre** maintains an excellent collection of links to resources for a variety of languages. http://info.ox.ac.uk/departments/langcentre/
- Take a look at the **VCU Trail Guide to International Sites and Language Resources** by Robert Godwin-Jones at Virginia Commonwealth University. http://128.172.170.24/
- **The Dartmouth Language Resource Center** is an excellent WWW language resource and the place to go for information about the Language Learning and Technology International Information Forum List (LLTI). http://schiller.dartmouth.edu/hr
- **The WWW Resources for the Humanities at Berkeley** is also quite good. http://www.itp.berkeley.edu/~thorne/HumanResources.html
- **The Resources for Foreign Languages and Literatures** collection at **Skidmore College** has pointers to resources in Chinese, French, German, Italian, Japanese, Russian, and Spanish thanks to Cindy Evans. http://scott.skidmore.edu/dept/fll.html
- The **Foreign Language Learning Center** is located at **Southern Methodist University**. http://fllc.smu.edu/
- **The Romance Languages Resource Page at the University of Chicago** is funded by the Consortium for Language Teaching and Learning. http://humanities.uchicago.edu/romance/
- **The Yamada Language Center** is a site for language study at the **University of Oregon**. http://babel.uoregon.edu
  Includes a large assortment of links, including downloadable fonts for foreign languages, and e-mail lists focusing on foreign langauges.
- **The Foreign Language and Culture hotlist** from Douglas Brick's Hotlists from Seattle, Washingtion is quite extensive. http://www.speakeasy.org/~dbrick/Hot/foreign.html
- **The Language Learning Resource Center** is located at **Carnegie Mellon University**. http://ml.hss.cmu.edu/llrc/
- **CB Putnam's Foreign Language Homepage** has links to numerous foreign language resources plus suggestions for activities to use authentic materials in the classroom. http://www.ea.pvt.k12.pa.us/htm/programs/departments/modlang/putnam/putnam.htm
- **The Language Links** by Lauren Rosen includes links for the variety of languages taught at U. of Wisconsin, Madison. http://polyglot.lss.wisc.edu/lss/lang/langlink.html
- The home page of the **Less Commonly Taught Languages** (LCTL) project of the **University of Minnesota's Center for Advanced Research on Language Acquisition** (CARLA) has many useful resources. http://carla.acad.umn.edu/lctl/lctl.html
- For ESL try the **English as a Second Language Home Page** (http://www.lang.uiuc.edu/r-li5/esl/) and the **DEIL LinguaCenter** (http://deil.lang.uiuc.edu/) at The University of Illinois at Urbana-Champaign.
- Linda Thalman's **VOLTERRE** page is a member of the ESLoop and has links to many ESL projects. http://www.wfi.fr/volterre/home.html
- **Tennesee Bob Peckham at the University of Tennessee at Martin** has developed the archetypical FL WWW collection called Tennessee Bob's Famous French Links! Contains 9000 links globaly, gate supersite. http://www.utm.edu/departments/french/french.html
- **The French Page - La Page francaise** was prepared by the French Dept. at Appalachian State University. http://www.acs.appstate.edu/dept/fll/french.html
- **La Page de l'Hexagone** prepared by Andr&eacutee Grandjean-Levy at Cornell University has many links to French resources for teachers and students. In french. http://instruct1.cit.cornell.edu/~agl1/Hexagone.html
- Andreas Lixl-Purcell has collected **German Resources**

(http://www2.uncg.edu/~lixlpurc/german.html) and **Russian Resources** (http://www2.uncg.edu/~lixlpurc/russian.html) at The University of North Carolina at Greensboro.

- **The Language Centre at the University of Sussex** lists a collection of EFL - French - Spanish - German - Italian - Russian - Japanese - Chinese - Less Commonly Taught Languages resources. http://www.sussex.ac.uk/langc/welcome.html
- **Bob Peckham's Spanish language links** have been collected and converted to HTML by Prof Marcelo Kruk, Webmaster of Red Educativa Uruguaya. Spanish only. http://www.reu.edu.uy/jpv/index2.html

Chinese

- Mario's Cyberspace station both English and Chinese. http://mprofaca.cronet.com/china.html
- The Radio Television Hong Kong page includes sound files. http://www.rthk.org.hk/rthk/index.html

French

- See the French Baccalaureat questions and corrections for French and philosophy classes. http://www.corrigebac.com/
- Creating French Culture - Library of Congress exhibit: Treasures from the Bibliotheque nationale de France contains an extensive collection of images. http://lcweb.loc.gov/exhibits/bnf/bnf000l.html
- Le Service Culturel de l'Ambassade de France a Ottawa vous propose : L'Explorateur Culturel, 1'exploration de la cyberculture francophone. French only. http://ottawa.ambafrance.org/
- The Centre International d'Etudes Pedagogiques in Sevres et le Departement de linguistique de l'Ambassade de France a Ottawa have developed: Beginners - Say it in French, an on-line course. http://ottawa.ambafrance.org/ALF/
- HAPAX: French Resources on the Web features links to French-related resources on the Web of interest to university-level teachers and student. http://hapax.be.sbc.edu/
- The French Ministere des Affaires Etrangeres has an excellent WWW page. French only. http://www.france.diplomatie.fr/
- For a connection to French culture try Le Ministere de la culture. http://www.culture.fr/
- France Pratique provides interesting cultural references. Be sure to look under "argent". French only. http://www.pratique.fr/
- MediaPort offers access to media in French including Le Monde Diplomatique which presents an excellent collection of on-line articles arranged thematically. French only. http://www.ina.fr/
- AdmiNet : the French connection was developed by Christian Scherer of the French Ministry of Industry and by the Ecole des Mines de Paris. Its purpose is to provide free access to public information. Includes English. http://www.adminet.com/
- The current schedule for TV5, the international Francophone television channel in Canada, is available on-line. http://www.tv5.org/
- Radio France Internationale provides audio of news updates every 3 hours on France Info Express in addition to other radio services. French only. http://www.radio-france.fr/
- Centre National d'Art et de Culture Georges Pompidou presents the museum but also includes an interesting document about AIDS information and resources in France.

http://www.cnac-gp.fr/Pompidou/Home.nsf/docs/fhome

- EUROSESAME is a transnational association for multimedia exchanges for young people. http://www.mosaique.fr/eurosesame/
- Meteo France provides information about weather in French. http://www.meteo.fr/
- Le WebMuseum formerly the WebLouvre by Nicolas Pioche is now located at many sites around the world. You can find other sites in the US, Australia, Japan, and now even in France! Choose the one nearest to you. http://watt.emf.net/
- Paris Interactive is a multimedia tour of the City of Lights. English and French. http://www.paris.org/parisF.html
- Le Coin des Francophones et autres Grenouilles managed by Andr&eacutee Grandjean-Levy (agl1@cornell.edu). http://instruct1.cit.cornell.edu/~agl1/grenouille/Welcome.html
- Strictement interdit aux adultes is the place for kids since it is "strictly off-limits" to adults. http://www2.sympatico.ca/Sommaire/Strictement_interdit_aux_adultes/
- Premiers pas sur Internet These "first steps on the Internet" are just right for kids. http://www.momes.net/
- Canadian National Atlas Information Service (NAIS) offers a variety of on-line maps of Canada illustrating aspects of Canadian geography. http://www-nais.ccm.emr.ca/
- Internet Way: Les Champs Elysees Virtuels will allow you to explore numerous services along this route. http://www.iway.fr/champs_elysees/
- Here is a site that allows you to search Diderot's and d'Alembert's Encyclop&eacutedie by keyword. English. http://tuna.uchicago.edu/forms_unrest/ENC.query.html

German

- The AATG American Association of Teachers of German has its own WWW page that includes information for AATG members as well as electronic resources for German. http://www.aatg.org/
- German News may be found at this excellent site. German news may also be obtained by email at LISTSERV@vm.gmd.de by sending the command: SUB GERMNEWS firstname lastname. English and German. http://www.mathematik.uni-ulm.de/germnews/
- Berlin and the two Germanies (1945-1990) (http://groucho.santarosa.edu/unify90) and German Unification, Five Years After (1989-1994) (http://groucho.santarosa.edu/unify94) are presentations that were originally slide shows, meant for a general college audience by Adi Hofmann of Santa Rosa Junior College.
- Deutsche Datenquellen is an on-line catalog of German links by subject. http://www.rz.uni-karlsruhe.de/Outerspace/VirtualLibrary/index.de.html

Italian

- RAI Televideo News in Italian. http://giuda.deis.unical.it/Televid/
- Giornali on-line dall'Italia e dal Mondo - On-line Newspapers from Italy and from the World. http://siba2.unile.it/giornali.html

Latin

- Diotima: Materials for the Study of Women and Gender in the Ancient World. http://www.uky.edu/ArtsSciences/Classics/gender.html
- Classics at Oxford is an excellent starting point for finding resources for classical languages. Check out the items under the heading "Items of Interest to Classicists." http://units.ox.ac.uk/departments/classics/
- The Classics Home Page is maintained by the Department of Classical Studies at the University of Michigan. http://rome.classics.lsa.umich.edu/welcome.html
- Armariurm Labyrinthi: Labyrinth Latin Bookcase is an extensive collection of texts in Latin from the Labyrinth project at Georgetown. http://www.georgetown.edu/labyrinth/library/latin/latin-lib.html

Russian

- Bucknell Russian page: look especially in the "Russian Study Materials" and "Other Russian Studies Sites". http://www.departments.bucknell.edu/russian/index.html
- Library of Congress Soviet Archives Exhibit. http://www.ncsa.uiuc.edu:80/SDG/Experimental/soviet.exhibit/soviet.archive.html
- Izvestia is the Russian newspaper, but you need the KOI-8 Cyrillic fonts to view it. http://www.online.ru/mlists/izvestia/izvestia-izvestia/
- Russian dictionary with sounds and images! by Sarah Withee is quite beautifully done. http://www.visi.com/-swithee//dictionary/welcome.html
- Friends and Partners (http://www.friends-partners.org/friends/home.html) by Natasha Bulashova, of Pushchino Russia, and Greg Cole of Knoxville, Tennessee, USA looks like an excellent resource for Rusian classes. Friends and Partners alternate site (http://solar.rtd.utk.edu/friends/home.html) and Russian site (http://alice.ibpm.serpukhov.su/friends/home.html)
- Relcom. ON-LINE services is an Internet provider in Russia. Their extensive collection is best viewed with the Cyrillic K01-8 font. http://www.relcom.ru/mac/

Spanish

- TECLA (http://www.bbk.ac.uk/llcllcs/TeclaHome.html/) is a "newspaper" out of the UK that posts news from the Spanish-speaking world, along w/vocabulario and exercises for same.
- La Nacion is an electronic edition of this daily newspaper from Costa Rica. http://www.nacion.co.cr/
- Negocios is a business news server for the hispanic world. It includes "Radionet Madrid" with RealAudio in Spanish. http://negocios.com/cgi-bin/show_home.pl-fecha=20000128
- Comp-jugador is an on-line verb conjugation program. Comp-jugador es capaz de conjugar cerca de 10,000 verbos del espanol. http://aries17.uwaterloo.ca/~dmg/lando/verbos/con-jugador.html
- Latin American Spanish speaking countries page, EgOWeb – Its all about EgO. Spanish and English. http://edb518ea.edb.utexas.edu/html/LatinAmerica.html
- Universidad San Francisco de Quito in Ecuador offers a perspective on the conflict between Peru and Ecuador. http://192.188.53.69/

Direct suggestions, comments, and questions about this page to:

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Regional Resource Center on Deafness
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Monmouth OR 97361
503-838-8642 (v/tty)
503-838-8228 (fax)
http://www.wou.edu/nwoc
nwoc@wou.edu

Last modified on 28Jun00.

Deaf Multicultural Groups

Deaf African Americans and Africans

Deaf and African-American Children
http://www.educ.kent.edu/deafed/010427a.htm

Kenya Society for Deaf Children
http://www.africaonline.co.ke/ksdc/

National Black Deaf Advocates
http://www.nbda.org/

National Center on Deafness Links--Find links button and click
http://prc.csun.edu/

NTID Associate Professor Dr. Shirley Allen
http://www.iminorities.com/african/careers/drallen0608.html

Deaf Asian Americans

Japanese Sign Language
http://www.asl.rochester.edu/jsl.html

Korean Deaf Web Site--can read this in Korean or English
http://www.deafwww.com

National Asian Deaf Congress (NADC)
http://www.nadc-usa.org/

NTID Asian Deaf Club
http://www.rit.edu/~adc/

Deaf Hispanics

Deaf Aztlan
http://www.deafvision.net/aztlan/

NTID Hispanic Deaf Club
http://www.rit.edu/~hdcwww/about.html

Hispanic and Latino Deaf
http://deafness.miningco.com/msubhd.htm

Info to Go-Resources for Hispanic Deaf and HH
http://www.gallaudet.edu/~nicd/hispanic.html

National Center on Deafness Links--Find links button and click
http://prc.csun.edu/

National Hispanic Council of the Deaf and HH
http://www.epcc.edu/Community/NMIP/nhc.html

BEST COPY AVAILABLE

http://wally.rit.edu/internet/subject/deafness.html

Signing Fiesta
http://members.aol.com/signfiesta

Deaf Native Americans

Deaf Native Americans-Story Stones for Children
http://www.storystones.com/

Deaf Intertribal Council
http://www.bigriver.net/%7Erasmith/idc/idc.html

Deaf Women

Deaf Women United
http://www.dwu.org

Deaf World Web
http://dww.deafworldweb.org/pub/w/women.html

General Deaf Multicultural Resources

DeafWorldWeb Chat
http://dww.deafworldweb.org/chat/

DeafWorldWeb E-Mail Directory
http://dww.deafworldweb.org/net/dir/

DeafWorldWeb Nations Reference
http://dww.deafworldweb.org/int/

Gallaudet University-Deaf Connection International Deaf WWW Sites
http://www2.gallaudet.edu/deafconnection_internationaldeaf.htm

Gallaudet University Deaf Connections-International Schools for the Deaf
http://www2.gallaudet.edu/deafconnection_internationalschool.htm

Info to Go--Selected Readings and Resources on Multicultural Issues and Deaf Students
http://ClercCenter.gallaudet.edu/InfoToGo/409.html

NTID Project Inclusion (international focus)
http://www.rit.edu/~624www/fipse

Royal Association in aid of Deaf People
http://www.royaldeaf.org.uk/

SignWriting Web Site--Fingerspelling Keyboards from 16 countries!
http://www.signwriting.org

WorldWide Deaf Linx
http://www.deafmall.net/deaflinx/world.html